

Syllabus: English 102 W2018

Instructor: Cliff Johnson
315E MB
989-5582
cjohnson@sc4.edu: use phone, not email, for time critical/essential matters

Office Hours:
M 10:30-11:00; 12:45-1:00; 2:15-3:00; 4:15-4:30
T 4:15-6:00; 8:45-9:00
W 10:30-11:00; 12:45-1:00; 2:15-3:00; 4:15-4:30
F 11:00-11:50

Courses:

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|--------|----|------------|--------|-----------------------|
| 102-07 | MW | 11:0-12:15 | MB 303 | 01/08/2018-05/04/2018 |
| 102-13 | MW | 1:00-2:15 | MB 303 | 01/08/2018-05/04/2018 |
| 102-15 | MW | 3:00-4:15 | MB 303 | 01/08/2018-05/04/2018 |
| 202 | T | 6:00-8:50 | MB 303 | 01/09/2018-05/01/2018 |

Textbooks and Required Materials

- *Literature: An Introduction to Fiction, Poetry and Drama.* 13th edition.
- *Prentice Hall Reference Guide to Grammar & Usage.* 10th edition.
- A USB flash drive, clearly labeled with name, class & section #.
- 2 folders with pockets (for turning in essays & homework). Color ____
- Examination booklets (a.k.a. 'greenbooks') (for paper #3 + final exam)
- 100-150 4"x6" cards

THE FINE PRINT

Course Rationale

1. To continue the process of developing the student's writing skills begun in English 101 by emphasizing more advanced skills, e.g., evaluation, analysis, interpretation and synthesis.
2. To complete all steps of the process of a research paper, from finding a subject to locating appropriate resources to taking effective notes from sources to incorporating resource materials (with proper documentation) into a finished research paper of 7-15 pages.

Course Description

This course will provide practice in writing extensive units of composition with emphasis on critical thinking skills. Through the study of a variety of texts, students will practice analytical and interpretive writing, including one formal source paper involving training in the use of library facilities and research techniques.

Prerequisites: Eng 101, 101H or 101T. [3 credits = 3 lecture WR]

Course Objectives

When students complete the course, students will be able to:

1. write more well-developed, in-depth units of composition than in 101 and 101H as defined in the English Department syllabus.
2. analyze, interpret and evaluate by reading, discussing and writing about literature.
3. write effective analytical, interpretive, and/or evaluative essays (using works of literature as a basis of the essays).
4. complete the entire process of writing a research paper.

General Education Objectives/Outcomes

Writing (WR) is the process of effectively selecting, developing, arranging and revising one's own ideas and those of others. The process requires students to compose ideas in a variety of written forms for a variety of purposes and audiences.

1. Demonstrate ability to select, organize, and develop ideas in coherent essays and/or other written forms suitable for college work.
2. Demonstrate ability to vary writing style, including vocabulary and sentence structure for a variety of rhetorical situations.
3. Demonstrate ability to locate and gather information from primary and secondary sources and incorporate quotation, paraphrase, and summary from such sources into a properly documented paper.
4. Demonstrate ability to write informative, interpretive, analytical, and/or evaluative essays.
5. Demonstrate ability to write standard English using the appropriate grammar, punctuation, and spelling.

Course Policies

Attendance: You may miss one week's worth of classes (150 minutes of instruction) without penalty; consider these your personal business/illness days. Further absences will lower your grade (see Grading below). Missing more than 3 weeks of class (450 minutes of instruction) results in automatic failure. It is SC4 policy that no student missing more than 20% of the course may be granted an Incomplete.

In case of an absence:

- 1) Meet any deadlines (i.e. turn in work due on the day you're absent).
- 2) Contact me or a fellow student to get notes on what you missed.
- 3) Do what's needed to arrive fully prepared for the next class session.

In brief, take responsibility for attendance just as you would in any workplace.

Lateness: If you come in late, it is your responsibility to see that I haven't marked you absent. **All work is due at the beginning of the hour on the due date.** Late work will not be accepted. Period. If you get a zero on homework, you can compensate by earning a '+' on a future homework assignment (see homework handouts for details). Essay assignments (not homework!) include a "grace period" which is explained on the appropriate handouts. Extensions beyond that grace period *may* be granted at my discretion but only if arrangements are made before the original deadline passes.

Courtesy: I expect respectful, courteous, mature behavior in class. See student code of conduct in the SC4 College Catalog.

Turn off cell phones, iPads, laptops, etc. during class sessions!

Plagiarism: Please see the SC4 College Catalog (see "Academic Honesty") for the College's plagiarism policy. Plagiarism will be covered in class, but students themselves bear the responsibility for giving proper credit when borrowing others' exact words or information. Ignorance cannot be considered an excuse.

The most common form of plagiarism occurs when students use the **copy & paste** functions on their computers to "borrow" another writer's exact words. **You must use quotation marks** (or else the indented method for longer quotations) **when using more than three (3) words in a row exactly as written by another writer.**¹ Failure to show direct quotation properly is plagiarism and is subject to penalties which may include failure in the assignment, in the class, or even expulsion.

Snow Days/Class Cancellation Policy: If class is cancelled for any reason, **check your SC4 student email** for a message from your professor. Closings announced on the SC4 website [www.sc4.edu], local radio and TV, and on SC4's main switchboard voicemail message (810) 984-3881. If a final exam on a Monday is cancelled, we will hold the exam on the Wednesday of that week (same room, same time slot as our regular class meetings).

¹ There are some obvious, common sense exceptions to this rule, such as very common phrases, lists, etc. This will be covered in class.

Course Work

Your work in this course can be divided into three categories:

- 1) Participation
- 2) Major writing assignments & examinations (mid-term and final exams)
- 3) Homework

Participation: Regular verbal participation is expected from every student and will make up part of the final grade calculation (see Grading below). By speaking up and asking questions you will help us all to get the most out of this class.

Major writing assignments: Typically, these essays will be written and revised at home over a period of a week or more, depending on the length and complexity of the assignment. Essays have a special deadline policy: they are due at the beginning of the hour on the due date, but students are granted an automatic 24-hour extension if *and only if* they attend the full class session on the due date. This policy applies to major writing assignments only, not homework. I will accept **rewrites** on a case-by-case basis; rewrites are graded by averaging the grades of the original paper with the rewritten work's earned grade.

Exams: Typically an exam will take the form of short-answer and essay questions written in a bluebook. Exams usually count in the gradebook as the equivalent of a 500-word essay.

Homework: This is a miscellaneous category, which includes shorter handwritten writing assignments (usually based on readings), peer editing, class presentations, working drafts, and so on. Homework assignments are marked but do not receive comments. I will retain all homework assignments in my files until the semester is over, but you will have a chance to see how you did by coming up to the desk after class once I've marked them all, or by dropping by during office hours.

Grades

To calculate the semester grade:

- 1) calculate the *grade average* for papers and exams
- 2) modify that grade for *participation, homework, and*

attendance.

1) Average for papers & exams. When calculating a student's grade average for papers/exams over the semester, I convert the letter grades into numbers—'A' = 4.0, 'A-' = 3.7, 'B+' = 3.3, etc. (Papers are 'weighted': a 4-page paper counts 4x a 1-pager.)

Note that 'A' stands for *excellent* or *outstanding*. 'B' means good or *above average*. Do not confuse the absence of errors (i.e. completing the requirements with few mistakes) with the presence of excellence.

2) Participation, homework, and attendance may modify the grade average for papers & exams.

* Doing the work that is *expected* does not modify, either up and down, the paper/exam grade average.

Verbal participation: Students are expected to contribute regularly (at least once per class meeting, on average).

Homework: Students are expected to satisfy the basic requirements specified in each homework assignment. (e.g. in a typical reading-response assignment, students' written responses must at minimum answer the discussion question in such a way that it's clear that they read the entire assigned reading.)

Attendance: Students are expected to be absent for no more than 150 minutes of class time during the semester.

* Falling short of expectations results in negative modifiers.

Verbal participation: Students who do not participate as expected may receive at worst a negative modifier equal to a 'minus' (-), which is 1/3 of a letter grade.

Homework: Students falling short of expectations for homework (sub-par quality/quantity work and/or missed assignments) on average throughout the semester may receive at worst a negative modifier equal to two 'minuses' (- -), or 2/3 of a letter grade. Just as with essays, the homework marks for the semester are averaged to create an overall score. Unless otherwise specified, all homework assignments are weighted equally.²

Attendance: Students missing more than 150 minutes of class time will receive negative modifiers as follows:

A total of 151-300 minutes of absence results in a 'minus.'

A total of 300-375 minutes of absence yields 2 'minuses.'

A total of 375-450 minutes of absence results in a downward modifier of a full letter grade.

A student who misses more than 450 minutes of class cannot pass the course.³

* Exceeding expectations results in positive modifiers.

Verbal participation: Students who do exceptional work in contributing verbally to class sessions throughout the semester may receive at most a positive modifier of a 'plus' (+).

Homework: Students completing homework assignments that excel in quality and/or quantity may receive up to two 'plusses' (++) as modifiers to their essay/exam average.

² Note that for ENG 102, satisfactory completion of the entire research paper process (including drafts, bibliographies, note cards, etc.) is a requirement for receiving a passing grade on the research paper.

³ Students must complete 80% of the course to even qualify for an Incomplete. If this attendance policy seems harsh, consider that if this were a full-time job, the above system would give you the equivalent of **3 1/4 weeks** per year of sick days/personal business days, not including our scheduled vacations.

3) **Grading summary.** The below three examples illustrate how the grading system works in practice.

Example A. Student X has a 3.0 grade average for papers/exams. Her participation and homework met expectations, but she missed two full weeks of class. Her final grade would be a 2.7 or B-.

Example B. Student Y has a 2.3 paper average. He was a leading participant in class discussions (+); half of his homework assignments met expectations while the other half were exceptional (+). His final grade would be a 3.0 or B.

Example C. Student Z has a 2.0 grade average. He didn't miss any classes (no modifier), but he almost never contributed verbally in class (-) and missed or turned in sub-standard work on most homework assignments (- -). His final grade would be a 1.0 or D.

Other Matters

High school students: Class content and grading standards are not watered down for younger students who have not completed high school. The course standards were originally set with high school *graduates* in mind, typically students 18 years of age or older. If you are younger than that and don't yet have a high school degree, be aware that you may find it difficult to achieve the sorts of grades that you are accustomed to.

Disclaimer: Writing and literature classes sometimes delve into controversial, adult themes. Sex, politics, religion... all of those topics you were warned to avoid at parties may rear their ugly heads. What's more, I often will play the *Devil's Advocate*, playing out a role and advocating positions that are not in fact my own. Part of the college experience is about encountering viewpoints which challenge your assumptions. Express your views, but listen to the other sides. Don't assume that the positions I argue are genuine expressions of my personal opinions. Examine, analyze, and take it all with a grain of salt.

Stay focused: Take notes and ask questions. My usual method is to 'teach to the paper'; that is to say, I tend to tailor each class session to model the kind of thinking, content, etc. expected in the next major assignment.

Let your voice be heard: An ideal class would be one where every single student contributes to the debates and discussions by asking questions and making remarks—ones that are appropriate and on point, of course. It's just not that interesting hearing a professor drone on and on, so do your part for yourself and for all us.

Ask for help: Confused? Ask me or a classmate for clarification. Do you think something your professor said was wrong or off-base in some way? Talk to me. I'll do my level best to always listen to you, and I ask you to extend me and your classmates the same courtesy.

Don't get mad, get educated: Since I often employ the Socratic Method of question & answer or debate, you may sometimes feel put on the spot. Don't take this personally! While in the 'hot seat' you're doing yourself and your classmates a favor by helping us to explore an idea in-depth.

About Your Professor

Q. Where are you from?

A. I grew up in Algonac and Port Huron, and I graduated from PH Northern.

Q. Where have you lived?

A. I've lived in Algonac, Port Huron, St. Clair, Ann Arbor, Kalamazoo, Rochester Hills, plus Toms River, NJ; Irvine, CA; and Lyon, France.

Q. How about your education and work life?

A. I'm a SC4 graduate, have a BA from U of M and advanced degrees from U of M [M.A.], WMU [M.F.A.], and University of California [PhD candidacy]. In between (and during) my student years I worked as a mental health aid, as a writer and editor. I have taught college courses at 7 different colleges and universities. My poetry, fiction and nonfiction writings have been published in several academic books and journals.

Q. What do you do for fun?

A. Biking, basketball, and skiing (both Nordic and Alpine) are my athletic favorites. I'm a fan of only one sport: Wolverine football. Like most of my colleagues, I am a big reader and I like to make regular visits to cultural hotspots of all descriptions—stage, screen, gallery, concert hall, cafe, you name it. Over the years I've traveled all over North America and much of Europe (plus a small corner of Africa).

Q. What else do you want us to know about you?

A. I try to encourage students to explore two of my main interest areas: foreign travel and creative expression, especially fiction writing and poetry. Drop by any time to talk if you have interests in these areas. As a teacher, I mainly try to balance two priorities: I feel that classes should be challenging—I believe that making students stretch and reach is an essential part of my job. I also feel that classes should be enjoyable—I do my best to see that my students feel that the classes are fun and interesting, and that the class feels like a community where everyone is welcome. ●